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ABSTRACT

This paper on educational administration in Canada first discusses overall organization and then details data about staff and student research from 1973-77. Most school research, it says, is concerned with staff personnel, curriculum and instruction, assessment and evaluation, and finance and business management. Graduate student research makes a major contribution to the total research effort, both through theses and major papers. The paper examines criticisms about and difficulties in conducting research in educational administration, especially with respect to funding, research initiative, climate of support, communications, cross-sectional studies, decision-making links, comparative studies, quantitative research, ethics, policy research, and methodology. Research in educational administration could be improved, the paper concludes, by giving more attention to structure, functions and types of research, climate of support, comparative studies, programmatic research, and policy research. (Author/LD)

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RESEARCH IN EDUCATIONAL ADMINISTRATION IN CANADA

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RESEARCH IN EDUCATIONAL ADMINISTRATION IN CANADA

E.A. Holdaway

In this paper I have focussed upon research into educational administration which has been conducted in some Canadian universities. The debate initiated by Thomas Greenfield in 1974 on theory development in educational administration is not examined: my position is that we need various types of theories, generated by different types of methodologies, and that we should be concentrating more upon an examination of our methodologies than we are doing at present.

In order to put research in educational administration in Canada into perspective, information is first presented on the overall organization of educational research in Canada. This is followed by data about staff and student research from 1973-77. The final section deals with criticisms about and difficulties in conducting research in educational administration and offers some suggestions which could help to resolve these difficulties. A considerable amount of the content is based upon papers which I presented at the International Intervisitation Programme in Educational Administration (IIP) held in 1974 and 1978.

The following paraphrased definitions of research and types of research, based on those provided by OECD (1970), have been adopted for this paper:

1. Research - systematic inquiry to increase knowledge or to understand a subject.
2. Basic Research - original inquiry to provide more complete knowledge or understanding.
   (a) Pure basic research - generated by pure scientific curiosity;
   (b) Oriented basic research - undertaken to identify principles necessary to help solve practical problems.
3. Applied Research - investigation to solve recognized practical problems.

OVERALL ORGANIZATION OF EDUCATIONAL RESEARCH IN CANADA

Figure 1 shows some relationships among the organizations which are involved in sponsoring and conducting educational research in Canada.

The Federal Government is involved in research in two major ways. First, federal government departments such as Indian Affairs and Northern Development and the Secretary of State conduct in-house research and provide funds for contracted research. Second, the federal government provides funds through the Ministry of State for Science and Technology to three research councils, which include the Social Sciences and Humanities Research Council. The SSHRC became operational on April 1, 1978, replacing that section of the Canada Council which performed many of the same functions. But the Canada Council (1977) supported relatively little educational research: even though the Council operated in a climate of open competition, educational researchers received only $223,854 in support of 16 projects during 1976-77, with no awards over $10,000 being made for educational administration projects. The Canada Council provided a total of $5,245,504 for 551 social science research projects in 1976-77. Additional support was received by some educational researchers for projects classified under "Psychology" and "Sociology." The education success rate was 40 percent, whereas the overall success rate for Canada Council awards was 70 percent.

The Council of Ministers of Education, Canada (CMEC), with its Advisory Committee of Deputy Ministers of Education, operates at the national level, but on an interprovincial rather than a federal basis. CMEC has supported research related to second-language instruction, Canadian studies, exceptional children, and the financing of university research. The Canadian Education Association (CEA) is also involved at the national level: it conducts some research, funds selected small research projects, prepares annual registers of completed research projects, and conducts some seminars and conferences related to educational research. For example, in association with the Canadian Educational Researchers' Association (CERA), CEA conducted in 1977 a conference on the relationship between educational research and policy formation, and in 1979 will hold a conference on "Research and the Classroom Teacher." Other national organizations include the Association of Universities and Colleges of

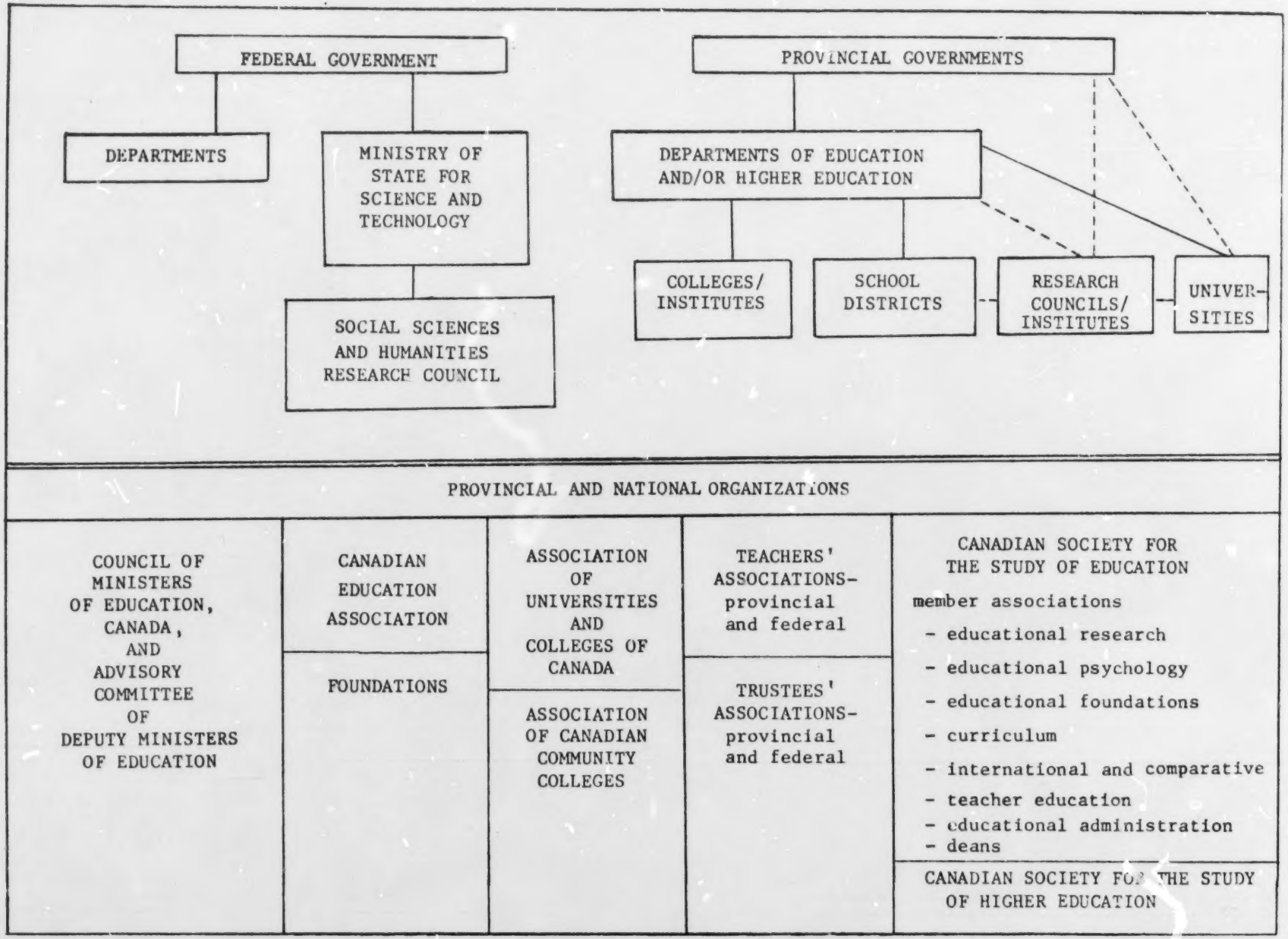
FEDERAL GOVERNMENT
DEPARTMENTS
MINISTRY OF STATE FOR SCIENCE AND TECHNOLOGY
SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL
PROVINCIAL GOVERNMENTS
DEPARTMENTS OF EDUCATION AND/OR HIGHER EDUCATION
COLLEGES/ INSTITUTES
SCHOOL DISTRICTS
RESEARCH COUNCILS/ INSTITUTES
UNIVERSITIES
PROVINCIAL AND NATIONAL ORGANIZATIONS
COUNCIL OF MINISTERS OF EDUCATION, CANADA, AND ADVISORY COMMITTEE OF DEPUTY MINISTERS OF EDUCATION
CANADIAN EDUCATION ASSOCIATION
FOUNDATIONS
ASSOCIATION OF UNIVERSITIES AND COLLEGES OF CANADA
ASSOCIATION OF CANADIAN COMMUNITY COLLEGES
TEACHERS' ASSOCIATIONS- provincial and federal
TRUSTEES' ASSOCIATIONS- provincial and federal
CANADIAN SOCIETY FOR THE STUDY OF EDUCATION
member associations
- educational research
- educational psychology
- educational foundations
- curriculum
- international and comparative
- teacher education
- educational administration
- deans
CANADIAN SOCIETY FOR THE STUDY OF HIGHER EDUCATION

Figure 1. Organizations which are involved with educational research in Canada

Canada, the Association of Canadian Community Colleges, the Canadian Teachers' Federation, and the Canadian School Trustees' Association. These are mainly involved in research which is directly related to their interests.

The major organization which represents those interested in the scholarly examination of issues in Canadian education is The Canadian Society for the Study of Education (CSSE), which was founded in 1972. It has about 1500 members, publishes the *Canadian Journal of Education* and a Yearbook, and conducts an annual conference. The CSSE member associations are Canadian Association for the Study of Educational Administration, Canadian Educational Researchers' Association, Canadian Association for Curriculum Studies, Canadian Association of Deans of Education, Canadian Association for Educational Psychology, Canadian Association of Foundations of Education, Canadian Association of Professors of Education, and Comparative and International Education Society of Canada. CERA prepares an annual register of the research interests of CSSE members, and is currently examining the training of educational researchers in Canada.

At the provincial level, the departments of education have their own research divisions which usually conduct some research and fund some contracted projects, both of which are mainly related to practical problems. The larger school districts also have research divisions, but they tend to be organizers and facilitators of research rather than "doers" of research. Provincial teachers' associations and trustees' associations conduct some research, and some provinces have research institutes, such as the Institut National de la Recherche Scientifique of Quebec and the Educational Research Institute of British Columbia, which is an independent cooperative agency whose board members include representatives from many educational organizations.

However, most of the research conducted in education is undertaken by staff and graduate students in universities, with funds being provided by organizations including government departments, research councils, foundations, school districts, and the universities themselves. The amount of research conducted in a faculty of education at a particular university depends upon several factors other than size -- teaching load,

interest in research, supporting services, availability of funds, and encouragement by colleagues are all involved, as is the presence or absence of a thesis requirement for a graduate degree. Graduate students usually finance their own research: occasionally their projects constitute part of a larger staff project.

Some of the major publications which report the findings of research in educational administration in Canada are the *Canadian Journal of Education, Education Canada, Alberta Journal of Educational Research, Saskatchewan Journal of Educational Research and Development, Manitoba Journal of Education,* and *Interchange*.

A fundamental difference between Canada and other federal states such as Australia and the U.S.A. must be recognized. Constitutional and cultural differences will probably prevent the Canadian federal government from becoming involved in a national educational research effort, at least for the foreseeable future.

UNIVERSITY RESEARCH

Some Trends

At The University of Alberta, a broadening of research topics can be discerned, especially with respect to research conducted by graduate students. The early emphasis upon tightly structured studies involving leadership, roles, organizational climate, bureaucracy and professionalism was broadened to include studies in finance, policy development, planning, law, politics, administrative ratios, innovation, and satisfaction. Table 1 shows doctoral dissertaion topics in 1968-69 and 1978-79 in educational administration at The University of Alberta, and demonstrates changes in topic distribution that can occur over time.

Research organization is also undergoing some changes. Teams of staff and students frequently work on projects which are conducted at the request of a school system, post-secondary institution, or provincial department of education. These projects may also include some research activities associated with graduate level courses.

Table 1

Distributions of Major Topics of Doctoral Dissertations in Educational Administration at The University of Alberta in 1968-69 and 1978-79

Major Topic	1968-69 f	1978-79 f
Leadership	3	1
Decision Making	4	
Finance	3	3
School Boards	3	
Innovation	2	
Law	1	
Policy	1	1
Role	1	
Authority	1	
Resources	1	
Community Schools	1	
Careers	1	
Consultation		2
Preparation Programs		1
Climate		1
Institutional Renewal		1
Special Education		2
Satisfaction		1
Control		1
Community Relations		1
Planning		1
Curriculum		1
Administrative Behavior		1

Research Conducted by University Staff

In order to obtain an overall picture of some aspects of educational Administration research projects conducted by university staff in Canada, eleven department chairmen were requested in 1977 to provide information on projects conducted since January 1973. Their responses for 209 projects are summarized in Table 2. The research projects were classified using the list of topics adopted by *Educational Administration Abstracts (EAA)*. Other classification criteria were involvement of other staff (yes, no), sources of funding, source of proposal (scholar, contracting agency, or both), and methodology (questionnaire, case method, interview, other methods, and combinations). Some limitations to these schemes of classification should be noted. First, the *EAA* list of topics is neither fully descriptive nor comprehensive and the topics are not mutually exclusive: consequently, some arbitrary decisions were made to categorize projects into topics. Second, "other staff" may have been interpreted by some respondents as including staff in non-university organizations. Third, "university funding" as a category includes minor financial support and support-in-kind by department or faculty, as well as financial support from specific university research funds.

Most projects related to either (1) the tasks of administration, or (2) administrative processes and organizational variables. The most common specific categories were staff personnel and development (31 projects), curriculum and instruction (28), assessment and evaluation (27), and finance and business management (18). Individual projects (54 percent) were slightly more common than were projects involving other staff members (46 percent). Most funds were provided either by a university (41 percent of the total) or by a provincial or federal ministry (30 percent). Scholars were more commonly a source of research proposals than were the contracting agency (56 percent compared with 36 percent) while they were jointly identified as the source for 9 percent of proposals. With respect to instrumentation, questionnaires and case methods were used more frequently as the sole method (37 and 33 times respectively) than were interviews (11 times). Many studies used a combination of methods, with most using either interviews or questionnaires or both.

Table 2

Distributions of Characteristics of 209 Research Projects in Educational Administration Conducted by Staff in Twelve Canadian Universities[a] between 1973 and 1977

Topic[b]	f
TASKS OF ADMINISTRATION	
Staff Personnel and Development	31
Curriculum and Instruction	28
Finance and Business Management	18
Community Relations	11
Student Personnel	10
Educational Services and Facilities	9
Legal Responsibilities	2
State, Federal, Foundation Programs	1
ADMINISTRATIVE PROCESSES AND ORGANIZATIONAL VARIABLES	
Assessment and Evaluation	27
Decision Making	12
Organizational Structures	7
Supervision	4
Negotiations	3
Change and Innovation	2
Conflict	2
Goals and Objectives	2
Group Behavior	2
Communication	1
SOCIETAL FACTORS INFLUENCING EDUCATION	
Governmental Relations	6
Population Change	5
Values	4
Automation, Science, Technology	3
Urban and Metropolitan Affairs	2
Church-State Relations	1
Economic Development	1
PROGRAMS FOR EDUCATIONAL ADMINISTRATORS	
In-Service Education	4
Recruitment and Selection	3
Instructional Methodology and Materials	1
THEORY AND RESEARCH	
Research Methods	1
PLANNING AND FUTUROLOGY	
Operational Planning	2
Other	4
TOTAL	209

Involvement of other staff	%
No	54
Yes	46

Source of funding	%
University	41
Government Ministry	30
School district	10
Canada Council	3
Other	13
More than one	3

Source of Proposal	%
Scholar	56
Contracting agency	36
Both	9

Methodology	f	f
Questionnaire alone	37	
Questionnaire in combination		67
Case method alone	33	
Case method in combination		33
Interview alone	11	
Interview in combination		86
Other methods alone	11	
Other methods in combination		65

[a] Alberta, British Columbia, Calgary, Manitoba, McGill, Memorial, Moncton, OISE, Ottawa, Saskatchewan, Simon Fraser, Victoria.

[b] Topics are as listed in Educational Administration Abstracts.

Some other observations can be made from the returns and other sources. First, several staff members in university departments are widening the scope of their research interests. Second, contract projects usually have larger funds available than do the "independent" projects, and greater emphasis upon contract research and developmental efforts is likely to occur in the future. Third, many staff projects are conducted with the assistance of graduate students: some student thesis projects are suggested by staff members and form part of an on-going staff research program. On occasion the reverse also occurs, that is, staff research projects are suggested by graduate students. Fourth, in some universities the conduct of research has not been a priority, because the greater demand was for preparation of administrators. Fifth, educational administration researchers commonly have a North American orientation rather than a Canadian orientation. A considerable amount of "cross-fertilization" has occurred between Canada and the U.S.A. because of factors such as employment mobility, publications, involvement in UCEA activities, and attendance at conferences.

Research Conducted by Graduate Students

Department chairmen also provided information on 270 theses conducted by 213 Master's and 57 doctoral students in educational administration between 1973-77. The topics and major methodologies used in graduate student thesis research are shown in Table 3. As with staff research, most projects related to (1) the tasks of administration, and (2) administrative processes and organizational variables. The most common specific topics were curriculum and instruction (34 projects), group behavior (24), organizational structures (24), operational planning (23), student personnel (18), community relations (18), decision-making (18), and staff personnel and development (17). Both staff and student research commonly related to curriculum and instruction, and staff personnel and development, but otherwise showed substantial differences in emphasis upon different topics. Master's theses were proportionately more common in student personnel, community relations, staff personnel and development, and organizational structures than were doctoral theses, and less common in the topic of change.

Table 3

Frequency Distribution of Characteristics of 270 Educational Administration Theses Completed in Eleven Canadian Universities[a] between 1973 and 1977

Topic[b]	Major methodology Q[c]	I	C	O	Master's f	Doctoral f	All f
TASKS OF ADMINISTRATION							
Curriculum and Instruction	15	5	14		27	7	34
Community Relations	15	1	2		17	1	18
Student Personnel	12	1	1	4	16	2	18
Staff Personnel and Development	11	3	3		16	1	17
Educational Services and Facilities	4		3	1	6	2	8
State, Federal, Foundation Programs	4	1			3	2	5
Finance and Business Management	1		3		3	1	4
Legal Responsibilities			1	1	2		2
ADMINISTRATIVE PROCESSES AND ORGANIZATIONAL VARIABLES							
Group Behavior	20	2	1	1	18	6	24
Organizational Structures	15	3	6		22	2	24
Decision Making	9	3	4	2	12	6	18
Assessment and Evaluation	6	2	1	2	6	5	11
Change and Innovation	7		4		4	7	11
Goals and Objectives	6	1	1	2	6	4	10
Communication	2	1		1	4		4
Supervision	4				2	2	4
Conflict	1		2		1	2	3
Negotiations		1			1		1
SOCIETAL FACTORS INFLUENCING EDUCATION							
Minority Group Relations	3		1	1	4	1	5
Social Class Structure and Mobility	3				2	1	3
Values	3				3		3
International Relations	1	1			1	1	2
Population Change			1		1		1
PROGRAMS FOR EDUCATIONAL ADMINISTRATORS							
In-Service Education	4		2	2	7	1	8
Certification and Accreditation	1		1		2		2
Curriculum	1			1	2		2
Field Experiences		2			2		2
Professionalization	1					1	1
Research and Development	1				1		1
THEORY AND RESEARCH							
Theory				1	1		1
PLANNING AND FUTUROLOGY							
Operational Planning	2	7	11	3	21	2	23
TOTAL	152	34	62	22	213	57	270

[a] Alberta, British Columbia, Calgary, McGill, Memorial, Moncton, OISE, Ottawa, Saskatchewan, Simon Fraser and Victoria.

[b] Topics are as listed in Educational Administration Abstracts.

[c] Q = questionnaire, I = interview, C = case study, O = other.

Concerning major methodology used in thesis research, questionnaires were by far the most common with 152 mentions in the 270 projects. Case studies (62 mentions) and interviews (34) were used much less frequently. Such proportions, however, were not always maintained in each topic: for example, in "curriculum and instruction" projects, questionnaires and case methods were used approximately equally; in "group behavior" projects, questionnaires were far more common with 20 usages compared with 4 for all other major methods; and in "operational planning," case methods and interviews were more common than questionnaires (11 and 7 as compared with 2).

In addition to theses, research is also conducted by Master's students on non-thesis programs in several universities. In some cases, such research and the final report are indistinguishable from thesis work. However, many non-thesis projects are directed more at obtaining information relevant to operational problems in school systems than are theses. The large amount of research activity involved in these projects should be recognized: for example, between 1973 and 1977, 62 projects were completed at Simon Fraser University.

RESEARCH DIFFICULTIES AND CRITICISMS

Many difficulties encountered by researchers in educational administration in Canada are common to those of other Canadian educational researchers, and probably are familiar to researchers in other countries. Some of the frequently mentioned difficulties are listed below.

(1) Funding is insufficient, especially for basic research, but this may have resulted in part from staff inactivity and relatively poor proposals.

(2) An inadequate climate of support exists. Educational research does not yet appear to be credible. Researchers face negative attitudes for a number of reasons which include the following: (i) the usefulness of research is not always clearly explained; (ii) universities sometimes impose heavy demands for involvement; (iii) the promised feedback is not always forthcoming; and (iv) practitioners often expect immediately applicable results, and do not realize how much research is required to find "solutions." Perhaps the poor climate occurs partly because we have not been able to answer this question convincingly: "What has educational research contributed to practice?"

Culbertson (1977:31) made this assessment of relationships in the U.S. during 1957-69. It seems also to apply to many areas of Canada at present:

> In the administration of research, dissatisfactions among school personnel who were involved in the collection of data often were created. School leaders sometimes felt that they were being exploited because they were asked many times to give data but had limited reports on or help from the results. Thus, today many school systems sharply limit the kinds of data provided to university and other personnel through clearly articulated policies. Such results are a deterrent to the use of research to achieve effective university-school system relationships.

(3) Poor communication is common. This occurs among researchers themselves, as well as between researchers and administrators, and between researchers and politicians.

(4) The procedures used in the adjudication of research proposals are inadequate. Preliminary proposals are seldom required; procedures for suggesting modifications, where they exist, are usually remote except for some contract research; and reaching decisions can take several months.

(5) Cross-sectional research is overemphasized. Most research in educational administration is still performed at one time, and longitudinal projects are rare.

(6) Decision-making based on research is difficult. Administrators and politicians frequently have great difficulty in deciding upon a new course of action because of research findings alone, as the results commonly are either open to different interpretations or show little substantial discrimination among groups or procedures.

(7) Career shifts are common. Successful researchers frequently are either promoted into administrative positions or given other assignments which effectively remove them from research. Immegart (1977:6) has recently discussed this problem:

> . . . the research professor of educational administration is an endangered species -- or at least a species threatened. Members of the species are increasingly isolated into splinter and special interest groups -- they wear out or move on to other things, and they find other challenges as they grow older or are promoted. There is also a "tight market" which currently limits the influx of new members. This in combination with the foregoing does not bode well.

(8) Establishment of evaluative criteria is difficult. All educational researchers face the difficulty of establishing criteria by which the results obtained from their research can be judged.

(9) Few comparative studies are undertaken. Although considerable diversity of organizational structures and functions in education occurs in different countries, researchers in educational administration have not taken advantage of this diversity to any considerable extent in making comparative analyses.

(10) The proportion of quantitative studies appears to be decreasing. This trend may have partly resulted from the difficulties associated with obtaining cooperation from employees in completing questionnaires.

(11) No agreement exists concerning a Code of Ethics for educational researchers. This seems to be a topic which arouses little interest among researchers: in the absence of input from researchers, funding agencies such as the SSHRCC feel free to impose their own code.

(12) Many staff members in departments of educational administration are not oriented towards research as a priority activity. Several factors

contribute to this attitude, with the most important probably being prior experience as educators, minimal emphasis upon research in graduate programs, and the heavy demands placed by research upon personal time.

(13) Insufficient policy-related research is being conducted. The difficult nature of such research may partly have contributed to this neglect by researchers of educational administration. Further, policy research institutes have frequently tended to ignore educational issues. Culbertson's (1977:34-35) remarks are relevant to this topic:

> It is ironic that as the sixties unfolded, some of the most important educational policy issues in the history of the nation developed as, for example, those having to do with desegregation, poverty, economic growth and civil rights. Shortly before these problems emerged, leaders in the field had redefined inquiry to eliminate such problems. Inquiry, in other words, was to describe and explain but not to prescribe and project. This resulted in a substantial loss for departments of educational administration where professors traditionally had dealt with policy issues in the field. One of America's leading school superintendents at a meeting of the UCEA noted, for example, that his greatest criticism of departments of educational administration during the last decade was the lack of ideas developed about major policy questions facing educational leaders.

(14) Insufficient attention is paid to an examination of methodologies used. For example, the responses which are entered on the midpoint of a Likert scale ("Undecided") probably represent many different reactions, not all of which should be recorded as a midpoint.

SUGGESTIONS FOR CONDUCTING RESEARCH

The following suggestions are based upon statements of the literature, experience at The University of Alberta, and opinions of researchers elsewhere in Canada and other countries. They appear to be generally applicable, regardless of the length of time for which research in educational administration has been conducted in any particular country or region. Most of these suggestions are applicable to all educational research, and not merely that in administration. Not all of the difficulties and criticisms referred to above are discussed below.

Structure

Institutions involved in conducting research should ensure that

aspects of their internal operating structures (e.g. time allocations, communications) are adequate -- this applies to universities, departments of education, school districts, and research institutes. Such institutions should also ensure that the structural links which connect them are adequate: such links may be strengthened by the formation of national and state/provincial research associations. Particular attention should be paid to inter-university communication.

Functions and Types of Research

(1) Universities.

(a) University staff should concentrate upon scholar-generated research, should try to identify and tackle research problems on a longitudinal basis, and endeavor to incorporate some thesis research into their overall research activity;

(b) University staff should be free to work on basic research (both pure and oriented) without governments or granting agencies expecting immediately applicable results;

(c) University staff should be free to undertake some contract research:

(d) University staff should investigate proposed new programs and procedures prior to implementation, and conduct follow-up studies;

(e) University staff should undertake more multi-disciplinary research: those in educational administration should particularly consider joint projects with economists, geographers, political scientists, sociologists, and social psychologists, as well as those in other faculty of education departments; and

(f) University staff should be actively involved in precise identification and statement of research problems.

(2) Departments of Education should be primarily concerned with research functions related to:

(a) providing financial support for both oriented basic and applied research;

(b) identifying major problems related to a country/state/province and initiating appropriate research activity, preferably in conjunction with other researchers; and

(c) obtaining information necessary for planning and resource allocation.

(3) Larger school districts should be primarily concerned with these activities:

(a) coordinating of research activities involving their personnel;

(b) sponsoring action research by teachers;

(c) identifying major problems related to their district operations and initiating appropriate research activity, preferably in conjunction with other researchers; and

(d) obtaining information necessary for planning and resource allocation.

(4) All institutions should concentrate more upon the developmental implications of research findings. The developmental activities could be considered in the initial planning of a project. Their staff members should also carefully examine successful educational operations, and not continually be researching problems concerned with operational difficulties.

Climate of Support

(1) Research staff should endeavor to change the attitudes of teachers, administrators and politicians towards educational research by demonstrating the positive contributions that research can make, and by involving some or all of these groups in planning research. An effort should be made to demonstrate to practitioners that any single basic research project is not usually amenable to developmental activities, because several or even many may be required.

(2) Research staff should integrate some of their demands for data collection, and build in appropriate feedback and developmental activities.

International Comparative Studies

More studies involving comparisons of aspects of educational administration in different countries should be undertaken. Culbertson (1978:25) spoke on this topic during the 1978 IIP:

> What do we know, for example, about school attendance, the management of decline, processes of collective negotiations and many similar topics within the international context? The consolidation of knowledge on such topics and the sharing of it across nations will surely increase during the next two decades. A broadened base of comparative knowledge can contribute to and make theories of practice more generalizable.

Concentration upon Development of a Theory of Practice

Culbertson (1978:21) also made a strong appeal during the 1978 IIP for researchers in educational administration to concentrate upon development of a theory of practice:

> Such a theory would focus upon leadership and management practice in educational organizations. While scholarship on administration in non-education organizations has been and can continue to be suggestive, its results provide a weak and insufficient base for building theories of management and leadership in education. The major need related to the development of a theory of practice, in other words, is concentrated and enhanced study of conditions, events, processes, and problems indigenous to management and leadership in educational systems.

This appeal is supported by an earlier suggestion made by Willower (1977:24):

> There have not been enough studies of the processes and work of administration. Relevant investigations of decision making and work on taxonomies of administration have not yet led to vital lines of inquiry. Descriptions and analyses of managers' work of the type reported by Mintzberg furnish models that could be applied not only at the level of the school principalship but also at the neglected level of the school superintendency. Exploration of administrator socialization, norms, and status systems is another promising possibility.

Balance in Types of Research

An obvious need exists for balance in the types of research which should be conducted in educational administration. This need for balance occurs in different ways:

(1) between basic and applied research;

(2) between research which produces "hard data" (e.g. questionnaires) and research which produces "soft data" (e.g. observations and impressions);

(3) between staff and graduate student research; and

(4) between cross-sectional and longitudinal research.

Culbertson (1977:38) had these comments on the first point:

> The sixties likely overemphasized research on more basic questions and neglected the more visible and immediate problems. There is a distinct danger that in the 1970-77 period the emphasis has gone too far in the other direction. Both the imbalance of the sixties, and seventies, then, had limitations from the perspective of improved theory-practice relationships.

A plea can be made for greater use of interviews to obtain "hard data." Although interviews are more time-consuming than are questionnaires,

for the same sample size, the "hard data" that they produce can be more reliable than are those obtained from mailed questionnaires. The Aston studies on dimensions of bureaucracy used interviews very successfully to obtain quantitative data from chief executives.

Programmatic Dissertation Research

Substantial benefits could result if research efforts in educational administration were planned in a more strategic manner involving concentration upon themes by groups of researchers over time. Culbertson (1977:36-37) discussed Haller's attempt to introduce this approach and its failure because of a lack of sound implementation. However, some professors at The University of Alberta (e.g. MacKay, Friesen, Holdaway) have had reasonable success with the programmatic approach using selected students, so it does warrant a fresh evaluation.

Policy Research

The current trend towards more policy research in education is to be encouraged. However, careful attention needs to be paid to the methods which are used in this emerging area. Training in historical policy analysis and policy feasibility studies could be incorporated into graduate programs.

Research on Research

This paper has presented some findings of modest research on educational administrative research. More monitoring of this type at the institutional and governmental unit level could be conducted with benefit.

SUMMARY OF MAJOR POINTS

(1) A wide variety of government departments, educational agencies and institutions, associations and professional organizations are involved with research in educational administration in Canada.

(2) Most university staff research in educational administration in Canada is related to staff personnel, curriculum and instruction, assessment and evaluation, and finance and business management. Funds

are commonly provided by the university or a government department. Questionnaires and case methods are the most commonly used single techniques, but interviews are frequently used in combination with other methods.

(3) Graduate student research in educational administration in Canada makes a major contribution to the total research effort, both through theses and major papers. The most common thesis topics are curriculum and instruction, group behavior, organizational structures, and planning. Questionnaires are used far more frequently than are other methods.

(4) Many deficiencies associated with research in educational administration can be identified, especially with respect to funding, research initiative, climate of support, communication, cross-sectional studies, decision-making links, comparative studies, quantitative research, ethics, policy research and methodology.

(5) Research in educational administration could be improved by giving more attention to structure, functions and types of research, climate of support, comparative studies, programmatic research, and policy research.

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